

EDUCATION VOUCHERS PROCEDURE MANUAL



For Students Placed In Residential Treatment Centers



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PREFACE

This procedure manual is provided to ensure that students placed in residential treatment centers are afforded a free, appropriate public education. All agencies involved with students placed in residential facilities are responsible for portions of the voucher process. It is vital that each agency is aware of its responsibilities and meets the requirements in a timely manner.

Any student placed in a residential treatment center must be provided with appropriate educational services. If the student is not currently receiving special education services, Arizona statute requires an evaluation be conducted to determine if a disability exists and if the student is eligible for special education services. The public education agencies and approved residential treatment centers are required to comply with the regulations under the federal and state laws regarding identification, evaluation, service delivery, and placement.

As of November 1, 2005 significant changes have been made to both the process and the application forms. These changes are in response to problems identified by this office as well requests from the field

The collaborative process used when a student requires residential placement for educational reasons is detailed in the protocol developed by ADE and BHS, which you will find in the appendix. Please ensure your current policy and procedures align with these protocol. Should you have any questions, need assistance, or would like additional training, please contact the Exceptional Student Services-Vouchers Unit staff.

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DISCLAIMER

THIS PROCEDURE MANUAL IS BASED ON OUR CURRENT UNDERSTANDING OF P.L.108-446, THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (IDEIA'04), ARS 15-765, ARS 15-1181 THROUGH ARS 15-1185 AND STATE BOARD RULE R7-2-404 . THE INFORMATION CONTAINED HEREIN MAY BE SUBJECT TO CHANGE AS A RESULT OF LITIGATION, REGULATION, OR OTHER INTERPRETATION.

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DEFINITIONS

For purposes of these procedures, the following definitions shall apply:

CSE (CARE SPECIAL EDUCATION): Category used for a student placed in a residential treatment center by a State Placing Agency for care, safety, or treatment who is eligible for special education services but **does not require** residential placement to benefit from special education.

EXIT CRITERIA: The criteria, determined by the IEP team, which identifies the behavioral goals the student is expected to achieve in order to be transitioned to a less restrictive environment. Exit criteria apply **only** to those students placed under the **RSE** option. In this case, the home school district's IEP team, including a State Placing Agency representative, makes the discharge decision. See appendix for Exit Criteria Guidelines.

HOME SCHOOL DISTRICT (HSD): The school district in which the person who has legal custody of the student resides, as provided in *ARS 15-824(B)* **OR**, if the student's last school was a charter school, the charter school. If the student is a ward of the State, the Home School District is the last district the student attended. If the student has not previously attended a public school in this State, the Home School District is the public school district within which the student currently resides. [See *ARS 15-761(10)*, *15-763(A)*, *R7-2-401 (B5b)(G2)*]

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A written statement for providing special education services to an eligible student with a disability that includes the student's present levels of educational performance, measurable annual goals, benchmarks/objectives for evaluating progress toward the goals, and the specific special education and related services to be provided. [See *ARS 15-761 (11)*]

INDIVIDUALIZED EDUCATION PROGRAM TEAM: A group of persons including the parents or guardian/surrogate, whose task it is to develop an appropriate individualized education program for the student based on evaluation results. [See *ARS 15-761(12)*]

MULTIDISCIPLINARY EVALUATION TEAM (MET): The MET is comprised of qualified professionals along with the parent, guardian, or surrogate parent of the student, who meet for the purpose of determining eligibility for special education services based on existing data and, if applicable, evaluation results. [See *ARS 15-761(16)*]

NSE (NON-SPECIAL EDUCATION): Category used for student placed in a residential treatment center by a State Placing Agency for care, safety, or treatment, who is not eligible to receive special education services.

PARENT: The natural or adoptive parent of a student; the legal guardian of a student; a relative with whom the student resides and who is acting as the parent of that student; a surrogate parent who has been appointed for a student pursuant to *ARS 15-763(01)*; or a foster parent as defined in *ARS 15-761(7)*. [See *ARS 15-761(22)*]

PRIOR WRITTEN NOTICE: Written notice, as defined in 20 United States Code sections 1414 and 1415, provided to parents **following** a team decision which includes: [See 34 CFR 300.503 (a)]

- A description of the action proposed or refused by the school
- An explanation of why the school proposes or refuses to take the action
- A description of any options the school considered and the reasons why those options were rejected
- A description of each evaluation procedure, test, record or report the school used as a basis for the proposal or refusal
- A description of any other factors that were relevant to the school's proposal or refusal
- A full explanation of all of the procedural safeguards available to the parent
- A listing of sources for parents to contact to obtain assistance in understanding the notice

REINTEGRATION PLAN: An outline of the process that will be used to transition a student from a residential treatment center into a less restrictive environment when it is appropriate to do so. The RTC and the SPA shall work with the HSD in the development of this plan. If a student is placed for educational reasons (RSE), the Reintegration Plan **must** be developed as part of the IEP. [See ARS 15-1185 (a) (b)]

REGIONAL BEHAVIORAL HEALTH AUTHORITY (RBHA): An organization under contract with the Arizona Department of Health Services to coordinate the delivery of behavioral health services to eligible persons in a geographically specific service area in the state.

RELATED SERVICES: Those supportive services required to assist a student with a disability who is eligible to receive special education services to benefit from special education. [See ARS 15-761 (28)]

RSE (RESIDENTIAL SPECIAL EDUCATION): Category used for a student with a disability placed in a residential treatment center, as provided in ARS 15-761(29), **in order to provide necessary special education and related services as specified in an individualized education program (IEP) that meets the Least Restrictive Environment needs of the student.** [ARS 15-1182(F)]

RESIDENTIAL TREATMENT CENTER (RTC): A private facility that is licensed by the Department of Economic Security or Department of Health Services and which has been approved by the ADE for the purpose of providing special education and related services or, for other than special education placements, has been accredited by the North Central Association of Colleges and Secondary Schools. (Private facilities applying for initial approval as a private school are not required to receive accreditation until three years after the date of initial approval as long as continual progress toward accreditation is maintained.) [See ARS 15-1181(8) (a) (b)]

SPECIAL EDUCATION VOUCHER FUND FOR PRIVATE PLACEMENT: Fund established by the state legislature to provide monies for “the education of a student who has been placed in a residential facility by a state placing agency or who requires a residential special education placement as defined in section 15-761.” [See ARS 15-1182(D)]

STATE PLACING AGENCY (SPA): One of the following government agencies with the authority to place a student in a residential treatment center for care, safety, or treatment: Department of Juvenile Corrections (ADJC), Department of Economic Security (DES), the Department of Health Services (DHS/BHS), or the Administrative Office of the Court (AOC/Juvenile Court). [See ARS 15-1181(12)]

COMPULSORY EDUCATION

- A.** No student of compulsory school age, as defined in ARS 15-802, may be placed in a residential treatment center without a concurrent educational program. No student may be placed in a special education program without a compliant IEP. No student between the ages of 2.9 and their 22nd birthday, who has an IEP calling for special education, may be deprived of such services.
- B.** A student **MUST** have a current IEP (reviewed and revised within a one year period) in order to receive special education and related services
- C.** A special education student who has not graduated from high school with a regular diploma remains eligible for all special education and related services indicated on his/her IEP. This entitlement remains until the student earns a regular diploma or ages out on their 22nd birthday. Possession of a GED certificate is not the same as a regular diploma for this purpose.

INTERAGENCY SERVICE COORDINATION

Promising practices indicate that students who receive or are in need of services from multiple agencies make the greatest progress when those services are coordinated. Collaboration between agencies typically culminates in more effective and less costly provision of services with a decrease in duplication; a result that benefits all involved.

Useful collaboration occurs long before a student has reached the point of requiring residential placement for any reason. If you are working with a student that you believe might benefit from the services of another agency, here are some specific steps you can take to begin the collaborative process.

1. Establish good communication with the student's parent or guardian and explain what other services might be available and why you think those services would be beneficial. Obtain the parent or guardian's permission to release information to the agency you are recommending and make a referral to that agency, or assist the parent in making a request for services. If you are an educator, this might be a referral to a RBHA for behavioral health services. A caseworker might guide the parents in requesting a special education evaluation from the school.
2. Once parent permission has been obtained and the student begins receiving multiple services, it is important to keep the lines of communication open between all parties. Problems often arise because one party doesn't understand the rules and regulations by which the other must abide. Don't assume that others know why you do what you do; explain your actions and ask others to teach you about their systems.
3. Participate as much as possible in all meetings that deal with the student's service plans.
4. Be willing to consider innovative solutions and share the work. Try not to be territorial; accept the observations and feedback of others.

Minimum collaboration: (as mandated by statute, interagency agreements, and protocols)

1. All parties must act in good faith to provide the necessary services in the **least restrictive environment**.
2. When a student is placed for care, safety, or treatment, the Residential Treatment Center shall **immediately** notify the Home School District of the placement and request educational records.
3. In the case of a student placed for care, safety, or treatment, the Home School District is responsible for collaborating with the residential treatment center and the state placing agency for the purpose of reviewing the student's educational progress and planning for re-integrating the student into the appropriate educational setting upon discharge.
4. When the Home School District believes residential placement might be necessary as the least restrictive environment for a student not currently being served by a state placing agency, the district, together with the parent or guardian, shall initiate a referral to the local Regional Behavioral Health Authority (RBHA) for a behavioral health assessment. If the student is already connected with another state agency, it is expected the student's caseworker (or other agency representative) would already be involved in the student's IEP meetings.
 - (a) The Home School District shall, with parent or legal guardian permission and a signed Release of Information, share all existing evaluations, the IEP, and other relevant information with the RBHA.
 - (b) The RBHA shall conduct an assessment of the student with the family or legal guardian. The assessment shall begin within 7 calendar days of the referral date.
 - (c) The LEA shall schedule a time for the IEP team, including a RBHA representative, to reconvene to discuss the results of the RBHA assessment and any additional data gathered by the LEA. Minimum notice of 10 calendar days shall be given unless all parties agree to an earlier meeting time. The *Guide to Placement in a Residential Treatment Center* (see Appendix) shall be used when determining the appropriate LRE. All parties shall strive to educate and maintain the student in the community whenever possible.
 - (d) If an IEP is written identifying residential placement as the LRE, the RBHA shall attempt to facilitate a placement within 15 days. The RBHA shall keep the HSD informed of the placement status if the time exceeds 15 days.
 - (e) The HSD will, if necessary, assist the RBHA in gaining parental cooperation in applying for Title XIX funding.

VOUCHER PROCEDURE IN DETAIL

RESIDENTIAL PLACEMENT INITIATED BY A STATE PLACING AGENCY

When a student first enters a RTC and the placement is initiated by a State Placing Agency, an initial voucher must be generated. The RTC is responsible for beginning the voucher application process by contacting the Home School District and submitting the *Initial Education Voucher Application*. The HSD is then responsible for collaborating with the RTC to determine the student's educational program while in placement, completing the *HSD Education Voucher Application* packet and providing educational records to the RTC.

I) Responsibilities of State Placing Agency

- A) Provide to the RTC information needed for the completion of the *INITIAL EDUCATION VOUCHER APPLICATION* including;
 - 1) Student birth date
 - 2) Parent address and phone
 - 3) Last school of attendance
 - 4) SAIS number
- B) Collaborate with HSD and RTC to develop a reintegration plan for student returning to appropriate education program upon discharge and determine appropriate discharge date.

II) Responsibilities of Residential Treatment Center

- A) Notify HSD of placement and request educational records within 5 days of student entry.
- B) Complete Initial Education Voucher Application, obtain HSD signature and submit to ADE-ESS within 10 days of student entry.
- C) Collaborate with HSD on following items as appropriate:
 - 1) Complete evaluation for students not currently identified as eligible for special education
 - 2) Write IEP for students found eligible
 - 3) Review and revise IEP for students already receiving services
- D) Invite SPA and HSD to meetings regarding student progress.
- E) Provide educational progress reports on a regular basis to both the parents and the HSD.
- F) Collaborate with the SPA and HSD to develop a reintegration plan for returning the student to HSD upon discharge and determine appropriate discharge date.
- G) Provide discharge information as follows:
 - 1) Notify the HSD and the SPA if the student leaves facility prior to planned discharge (i.e.: hospitalized, run away, detained, etc).
 - 2) Notify HSD immediately if student discharges without HSD knowledge.
 - 3) Notify ADE-ESS of all discharges on a monthly basis

III) Responsibilities of Home School District

- A) Provide educational records to RTC in a timely manner.
- B) Sign *Initial Education Voucher Application* in a timely manner and return to RTC
- C) Ascertain if student is currently receiving special education services
 - 1) If student is not currently receiving special education services, the HSD, in collaboration with the RTC, must convene MET to review existing data, gather additional data if needed, and make an eligibility determination.
 - a) If student is determined not eligible for special education services, complete and submit *HSD Education Voucher Application* packet with NSE option checked within 60 days of entry date.
 - b) If student is determined eligible for special education services, write IEP, in collaboration with RTC, for appropriate services in least restrictive environment with a notation indicating the IEP will be implemented in the residential treatment center. Complete and submit *HSD Education Voucher Application* packet with CSE option checked within 60 days of entry date.

- 2) If student is currently receiving special education services, the HSD, in collaboration with the RTC, must convene an IEP team to review and revise the current IEP for implementation within the RTC. Complete and submit *HSD Education Voucher Application* packet with CSE option checked within 60 days of entry date.
- D) Submit an *Extension of Education Voucher Application* if unable to complete requirements for *HSD Education Voucher Application* packet within 60 days of entry date. The HSD will be held responsible for payment of all educational costs if the requirements are not met. [See ARS 15-1183 (C)]
- E) Monitor student progress while in placement, participate in treatment planning and staffings, and insure the evaluation and IEP remain current.
- F) Collaborate with SPA and RTC to develop reintegration plan for student returning to HSD upon discharge and determine appropriate discharge date.

RESIDENTIAL PLACEMENT INITIATED BY A HOME SCHOOL DISTRICT

When the placement is initiated by the HSD through the IEP process, the responsibility for beginning the voucher application process lies with the HSD. The HSD should submit the HSD Education Voucher Application packet for approval prior to placement. Once the RTC has been determined, the HSD is responsible for providing educational records to the RTC and collaborating with the RTC regarding the student's educational program.

I) Responsibilities of Home School District**

- A) As soon as the HSD considers the **possibility** of a RTC as the least restrictive environment for the student's education, the HSD, together with the parent or guardian, shall contact the RHBA to initiate a referral for a behavioral health evaluation. **The school should be sure the RHBA is aware the referral is for a student who may be in need of an educational residential placement.** If the student is already receiving services from the RBHA, the caseworker should be contacted.
- B) Reconvene the IEP team, including the RHBA representative. Utilize the *Guide to Placement in a Residential Treatment Center* (see Appendix) to assist in determining appropriate placement and provide necessary documentation.
- C) **If** the IEP team determines that the student requires placement in a RTC for educational reasons, write an IEP documenting the need for placement, necessary services, exit criteria, and a reintegration plan.
- D) Complete and submit *HSD Education Voucher Application* packet, with RSE option checked, for approval prior to placement.
- E) Provide FAPE to student while awaiting placement to occur.
- F) Provide educational records to RTC when placement occurs and review as required.
- G) Monitor progress of the student in placement, participate in treatment planning and staffings, and insure the evaluation and IEP remain current.
- H) Implement reintegration plan when appropriate.
- I) If student is not placed within 15 days of IEP **AND** the RHBA has not kept the HSD informed of the situation, submit an Alert Form to the ADE/ESS Voucher Unit. (See Appendix)

II) Responsibility of State Placing Agency (RBHA)

- A) Conduct behavioral health assessment and represent agency at IEP meeting. Participate in development of exit criteria and reintegration plan.
- B) **If** the IEP team determines that the student must be placed in a RTC in order to benefit from special education services, find an appropriate, approved RTC and place the student within 15 days of IEP date.
- C) If placement cannot be made within 15 days of IEP, notify parent, HSD and ADE/ESS of situation.
- D) Assist in implementation of reintegration plan.

III) Responsibilities of Residential Treatment Center

- A) Ensure that *HSD Education Voucher Application* is approved before accepting the student.
- B) Invite HSD and SPA representatives to treatment planning and other meetings regarding the student.
- C) Provide educational progress reports and valid, accurate data with regard to exit criteria both the parents and the HSD on a regular basis.
- D) Collaborate with the HSD and SPA to implement reintegration plan upon discharge.
- E) Notify HSD and SPA if the student leaves facility prior to planned discharge (i.e.: hospitalized, run away, detained, etc).

****The Home School District must ensure:**

- The IEP documents the need for placement for **educational reasons**. (The *Guide to Placement in a Residential Treatment Center* can provide this documentation. See Appendix.)
- The RTC has an Arizona Department of Education approved educational program in which the IEP can successfully be implemented.
- There is no interruption in delivery of special education services despite any delays in securing placement. It is recommended that the IEP team develop an interim plan for service at the same time as they develop the IEP requiring residential placement.
- Out-of-state placements are made **only** when necessitated by the student's unique educational needs or when determined appropriate by the team.
- The student's progress is monitored carefully and the student is transitioned to a less restrictive environment as soon as appropriate.

FISCAL RESPONSIBILITY OF HOME SCHOOL DISTRICT

NOTE: IF THE REQUIREMENTS FOR THE HOME SCHOOL DISTRICT VOUCHER APPLICATION PACKET HAVE NOT BEEN SUBMITTED TO ARIZONA DEPARTMENT OF EDUCATION-EXCEPTIONAL STUDENT SERVICES WITHIN SIXTY (60) CALENDAR DAYS OF THE STUDENT'S ENTRY INTO THE RTC OR A REQUEST FOR AN EXTENSION HAS NOT BEEN SUBMITTED, THE HOME SCHOOL DISTRICT SHALL BE RESPONSIBLE FOR PAYMENT OF EDUCATIONAL COST UNTIL THE DATE THE DOCUMENTATION HAS BEEN RECEIVED BY ADE/ESS.

HOME SCHOOL DISTRICT RESPONSIBILITIES IN DETAIL

- I) When a student not currently receiving special education services is placed in a RTC by a SPA, an evaluation must be conducted pursuant to ARS 15-766 and must contain all of the components specified by that statute.
- A) The Home School District must convene a MET (Multidisciplinary Evaluation Team) to determine the student's eligibility for special education services. Members of the team must include, but are not limited to:
- 1) The parent(s), legal guardian, **or surrogate-- if necessary**
 - 2) Regular education teacher
 - 3) Special education teacher
 - 4) A representative of the public agency who is qualified to provide or supervise the provision of instruction for students with disabilities and is knowledgeable about general curriculum and available resources
 - 5) A person who can interpret the instructional implications of evaluation results
 - 6) The student, if appropriate
 - 7) At the discretion of the parent or the public agency, other persons with knowledge or special expertise about the student **AND**
 - 8) A representative of the RTC
- B) The evaluation should begin with a review of existing data, which does not require parental consent, followed by a determination of the need for additional data. **If existing data is sufficient to determine eligibility for special education services, further testing is not required.** Evaluation components which are common to requirements of other agencies (ARS 36-501 (11)[DHS] and ARS 36-551 (28)[DDD]) may be shared by and with those agencies as directed in ARS 15-765 (E)[ADE], ARS 36-555[DES], and ARS 36-509 (10) and 36-531[DHS].
- C) If the student is **not eligible** for special education, the placement is a NSE option. If the student is **eligible** for special education, the placement is a CSE option. The Home School District must then submit a complete *HSD Education Voucher Application* packet to ADE for the option chosen.
- D) Education records must be provided to the RTC in a timely manner.
- II) When a student currently receiving special education services is placed in a RTC by a SPA, the Home School District must convene an IEP Team to review the student's current IEP (ARS 15-1183 (B)).
- A) Members of the team must include but are not limited to:
- 1) The parent(s), legal guardian, **or surrogate-- if necessary**
 - 2) Regular education teacher
 - 3) Special education teacher
 - 4) A representative of the public agency who is qualified to provide or supervise the provision of instruction for students with disabilities and is knowledgeable about general curriculum and available resources
 - 5) A person who can interpret the instructional implications of evaluation results
 - 6) The student, if appropriate
 - 7) At the discretion of the parent or the public agency, other persons with knowledge or special expertise about the student **AND**
 - 8) A representative of the State Placing Agency
 - 9) A representative of the RTC
- B) Based on the results of the review, the Home School District must determine whether the placement is for care, safety, or treatment reasons (CSE option), or Residential Special Education (RSE option). The Home School District must submit a complete *HSD Education Voucher Application* packet to ADE for the option chosen.
- 1) If the team determines the placement is for care, safety, or treatment, the setting and service level sections of the IEP should be written for the LRE. A notation should then be made in the IEP or the Prior Written Notice that the IEP will be implemented in the RTC.
 - 2) If the team determines the placement should be for educational reasons as well as care, safety, or treatment, the IEP setting and service level should reflect a residential setting. The team must also develop exit criteria and a reintegration plan as for any other educational residential placement.

REQUIRED COMPONENTS of HSD EDUCATION VOUCHER PACKET

I) FOR NSE Option: Used the student is found not eligible for special education.

- A) *HSD Education Voucher Application* Form, signed by the HSD Special Education Director or representative, with the NSE (Non-Special Education) option checked. (Appendix page III)
- B) A MET report, as specified in *ARS 15-766* which includes statement of eligibility and documents team participants
- C) A copy of the Prior Written Notice documenting the **eligibility** decision.

II) FOR CSE Option: Used when the student is eligible for special education but does **not** require residential placement for **educational** reasons.

- A) *HSD Education Voucher Application* Form, signed by the HSD Special Education Director or representative, with the CSE (Care Special Education) option checked. (Appendix page III)
- B) The current (within 3 years) MET Report which includes statement of eligibility and documents team participants.
- C) A new IEP reviewed in collaboration with the RTC including a notation that the RTC will implement the IEP for the time the student is in placement. * It is the HSD's responsibility to ensure that the RTC has an approved educational program and can provide the needed special education services. ***The LRE should not be "a residential facility" unless the team has determined the student requires residential placement for educational reasons. In this case, the placement becomes a RSE Option. (See III below).***
- D) If the parent did **not** participate in the IEP meeting, submit documentation of a minimum of 3 good faith attempts to contact the parent and secure their participation.
- E) A copy of the Prior Written Notice documenting any IEP revision decisions as well as the implementation of the IEP in the RTC.

III) FOR RSE Option: Used when the student is eligible for special education and requires residential placement for **educational** reasons.

- A) *HSD Education Voucher Application* Form, signed by the HSD Special Education Director or representative, with the Residential Special Education (RSE) option checked. (Appendix page III)
- B) The current (within 3 years) MET Report which includes statement of eligibility and documents team participants. This evaluation or its addendum must describe the educational and behavioral interventions previously attempted and the educational reasons for recommending residential placement as required by *ARS 15-765(G2)*. Written completion and inclusion of the *Guide to Placement in a Residential Treatment Center* (see Appendix) will satisfy this requirement.
- C) An IEP which includes:
 - 1) Documentation of the need for residential placement for educational reasons
 - 2) Documentation of the need for Extended School Year services.
 - 3) Exit criteria developed in accordance with the Exit Criteria Guidelines (see Appendix).
 - 4) A reintegration plan developed to assist the student in returning to the HSD upon discharge
- D) A copy of the Prior Written Notice given to the parent documenting the proposed change in service delivery location from public school or private day school to a RTC.

The HSD has 60 days from the date of the student's entry in which to submit a *HSD Education Voucher Application* packet. This packet may be submitted by fax or mail but not both. Only the documents identified above should be submitted. Items such as meeting notices, conference notes, and out-dated IEPs are not necessary and may cause confusion and delay in approval. Once the packet has been submitted and approved, the LEA will receive a memorandum from the Voucher Unit verifying the approval and dates of funding.

EXTENSION OF EDUCATION VOUCHER

Pursuant to ARS 15-1183(C), funding of an approved State Placing Agency Voucher Application may be extended past 60 calendar days for good cause, as determined by the state director of special education or designee upon application by the Home School District.

- When the HSD determines that it is unable to complete the *HSD Education Voucher Application* packet within the 60-day timeframe, the HSD may request an extension by submitting an *Extension of Education Voucher Application* (Appendix page V) to the ADE-ESS Vouchers Unit.
 - The state director of special education or designee will review the extension application and any supporting data.
 - With good cause, the Extension will be approved for 60 days. Examples of good cause may include:
 - An inability to obtain parent consent of evaluation.
 - An inability to obtain a surrogate parent.
 - An inability to test student (unauthorized absence, hospitalization, etc.)
 - If an extension is **not** approved, the HSD shall assume responsibility for payment of the educational costs while the student is in the RTC until the requirements of ARS 15-1183(B) have been met.
- Only one 60 day extension will be approved for a given student placement.

CONTINUING EDUCATION VOUCHER

All vouchers expire on the last fiscal day of the current year (June 30). No separate voucher funding is provided for summer programming. If a student with an approved HSD Education Voucher remains in placement into a new school year, the RTC is responsible for submitting the *Continuing Education Voucher Application* with the approval of the SPA and the HSD. The HSD is, in collaboration with the RTC, responsible for annual IEP reviews and tri-annual re-evaluations as needed. Prior to the beginning of the new fiscal year, the ADE/ESS Vouchers unit will provide each RTC with a list of students eligible for a Continuing Education Voucher.

I) Responsibilities of RTC

- A) Complete *Continuing Education Voucher Application* form (Appendix page V) with appropriate option checked.
- B) Obtain SPA representative signature on *Continuing Education Voucher Application* form.
- C) Obtain HSD Special Education Director or representative signature on *Continuing Education Voucher Application* form.
- D) Submit *Continuing Education Voucher Application* form to ADE/ESS with required supporting documentation as follows:
 - 1) NSE Option: *Continuing Education Voucher Application* form **only**.
 - 2) CSE Option: *Continuing Education Voucher Application* form plus current IEP **if it has been revised since the HSD Education Voucher was approved**.
 - 3) RSE Option: *Continuing Education Voucher Application* form plus current IEP with Exit Criteria and Reintegration Plan **if they have been revised since the HSD Education Voucher was approved**.

II) Responsibilities of Home School District

- A) Sign *Continuing Education Voucher Application* form and return to the RTC.
- B) Collaborate with RTC to review and revise IEP as needed

III) Responsibilities of State Placing Agency

- A) Sign *Continuing Education Voucher Application* form and return to the RTC

TRANSFERS AND DISCHARGES

In some situations, it is necessary to move a student from one RTC to another or to return a student to an RTC after an unplanned discharge due to an absence. If the student involved already has a *HSD Education Voucher* approval, a new voucher application is **NOT** required. Instead, the State Placing Agency is responsible for notifying all parties concerned, including the Arizona Department of Education/ Exceptional Student Services Vouchers Unit, using the *Notification of Facility Change* form found in the Appendix to do so.

➤ **Transfers:**

- Student is transferred from one residential treatment center to another by State Placing Agency
- Transfer takes place within 24 hour period
- New facility must be on approved list

➤ **Return to placement:**

- Student has been withdrawn from facility for any reason other than a planned discharge (i.e.; AWOL, hospitalization, detention, etc)
- Student is returned to same facility within the period of the existing voucher approval

➤ **Discharges Notifications:**

- If student leaves RTC without prior to planned discharge, RTC must notify SPA and HSD immediately
- If student is discharged by SPA without collaboration with HSD, RTC must notify HSD immediately
- If student is RSE placement, discharge is determined by IEP team decision **only**
- RTC must report all discharges to ADE/ESS on a monthly basis, no later than the 15th of the month following discharge.

APPENDIX

PROTOCOL FOR EDUCATIONAL RESIDENTIAL PLACEMENT

Early intervention with students who may have a behavioral health need is essential to ensure success in the classroom. In the event that a student may need some level of intervention beyond what is available through the Local Education Agency, a representative from the school should collaborate with the family or legal guardian to identify resources available to the student. This may include services covered by either private insurance or AHCCCS behavioral health benefits. If the student is currently not enrolled in AHCCCS, but may be eligible through Title XIX or Title XXI (KidsCare), the LEA should assist the family in the enrollment process.

Review by the Local Education Agency (LEA)

1. When an LEA identifies a student who is not achieving success in his or her current special education placement, due to educational or behavioral health needs, and a more restrictive placement may be needed, the LEA shall initiate an IEP review. This should include a review of existing data and determination of the need for additional data.
2. If the IEP team believes the student's behavior in the educational setting is so severe that a residential placement may be needed, the LEA, with the parent or legal guardian shall initiate a referral to the local Regional Behavioral Health Authority (RBHA)* for a behavioral health assessment. The LEA and the family or legal guardian will contact the RBHA to initiate a referral for a behavioral health assessment.
3. If the parent or legal guardian informs the LEA that the student is already enrolled with a RBHA, the LEA will contact the RBHA and proceed with the steps outlined below.
4. At the time of referral, the LEA shall, with parent or legal guardian permission and a signed Release of Information, share any existing evaluations, the current IEP, and other relevant information with the RBHA.
5. The RBHA shall conduct an assessment of the student with the family or legal guardian. The assessment shall begin within 7 calendar days of the referral from the LEA and the family or legal guardian and the LEA, unless the nature of the student's clinical profile at the time of referral is determined by the RBHA, as requiring more urgent assessment.
6. After the RBHA has assessed the student and family or legal guardian, the RBHA shall contact the LEA with the preliminary results within 7 calendar days, post-assessment.
7. The LEA shall schedule a time for the IEP team, which includes the RBHA as a team member, to reconvene with the family or legal guardian to discuss the additional data gathered by the LEA and the results of the RBHA assessment. Prior notice of 10 calendar days shall be given unless all parties agree to an earlier meeting time.
8. As part of the RBHA assessment process, a financial eligibility screening shall occur. At that time, it shall be determined if any private insurance behavioral health benefits may exist. In addition, if the student is not currently enrolled in AHCCCS but may be eligible, the family or legal guardian will be assisted in the application process.

The Integrated Service Planning Process

1. In collaboration with the RBHA, a review of the current IEP will be conducted utilizing the attached Placement in a Residential treatment center guide. All parties shall strive to educate, and maintain the student in the community whenever possible.
2. If it is determined that the student can be educated in the community, the RBHA shall ensure that for a Title XIX/XXI enrolled student, the appropriate supports and covered services be made available. In addition, the LEA shall also ensure that the appropriate educational supports remain in place for the student

* A RBHA may assign or delegate any function outlined in this protocol to a Network or Provider. Information will be made available to the LEAs regarding the RBHA contacts in their region.

3. If it is determined that the student can not be educated in the community and a residential placement is necessary to meet the student's needs, the exit criteria and a preliminary reintegration plan must be included in the IEP. The exit criteria shall address the development and skills necessary for the student to function in a less restrictive educational placement. The exit criteria shall be consistent with the student's behavioral health treatment plan and goals. The ability to achieve success according to the treatment plan and the exit criteria on the IEP shall be based on realistic expectations of the student's ability to move to a less restrictive placement.
4. In the event that the student is presently not enrolled in AHCCCS but will be eligible once residing out of the home, the RBHA is responsible for assisting the family or legal guardian with applying for AHCCCS.
5. When a residential placement must be made, the RBHA shall act as the State Placing Agency and attempt to facilitate the placement within 15 working days of the placement decision. A secure residential placement or an out of state placement shall not be considered unless a team comprised of the family or legal guardian and involved behavioral health professionals have determined that the placement is the most appropriate, least restrictive level of care available to meet the behavioral health needs of the student.
6. While the residential placement admission is pending, the LEA shall continue to provide the necessary educational services and the RBHA shall provide the Title XIX/XXI behavioral health supports and covered services for the student and family.
7. The Education Voucher application must be submitted by the LEA prior to the student entering residential placement.
8. Upon acceptance for admission, the RBHA shall notify the LEA and the Arizona Department of Education of the provider's identity and date of entry. In the event the placement may be delayed beyond 15 days, the RBHA shall immediately notify the family or legal guardian, the LEA and the Arizona Department of Education of the situation and the anticipated resolution.

Coordination of Care during a Residential Placement

1. While the student is in placement, the LEA, the RBHA and the residential provider, in conjunction with the family or legal guardian, shall participate in a review of the placement, at a minimum every 30 days.
2. During the 30-day reviews, all parties referenced in #1 shall consider progress according to the goals and objectives of the treatment plan and the IEP exit criteria. Each review shall also include a discussion surrounding the type of educational and behavioral health supports that would be needed to return the student to a less restrictive placement.
3. Anticipated transitional supports shall be discussed during the 30-day reviews. The LEA and the RBHA shall both strive to ensure that the necessary educational and Title XIX/XXI behavioral health supports shall be available to the student and family at time of discharge.

Transition to the Community

1. When the student's treatment goals and the IEP exit criteria have been met, the LEA, RBHA, family or legal guardian and residential provider shall collaborate on the necessary planning for transition to a less restrictive setting. At that time, the IEP shall be revised and the treatment plan updated.
2. The LEA, RBHA and family or legal guardian shall coordinate with the residential facility to schedule a discharge date.
3. The LEA and the RBHA shall ensure the agreed upon educational and Title XIX/XXI behavioral health supports are in place for the student and family upon discharge.
4. Post-discharge, the LEA and the RBHA shall continue to monitor the student's status in the less restrictive placement. Communication between the LEA and the RBHA shall continue in order to monitor and support the student's successful integration in the new setting.

GUIDE TO PLACEMENT IN A RESIDENTIAL TREATMENT CENTER

In order for the IEP Team to arrive at an appropriate decision regarding placement in a RTC, the following questions need to be answered.

1. What services, strategies and/or interventions were tried to help this student benefit from a less restrictive placement?
2. What impact did those services; strategies and/or interventions have on the student?
3. What impact does the student have on the less restrictive placement? (e.g. – ability of others to learn)
4. What factors now hinder the implementation of the IEP in a less restrictive placement? (e.g. – danger to self and others, medical needs, immediate accessibility to resources)
5. What additional supports would be needed for the student to be successful in a less restrictive placement?
6. Why the proposed placement (i.e. – placement in a RTC) is essential to meet the student's learning needs? (Describe the environment and its potential impact on the student)

EXIT CRITERIA GUIDELINES

1. Exit criteria are a required part of the IEP **only** for students placed in a residential treatment center for **educational reasons**.
2. Exit criteria must be *behavioral* and clearly reflect the reasons the student requires placement. They should not include academic goals, less severe behaviors (i.e. on-task, work completion), or therapeutic goals.
3. Exit criteria must be *measurable*. Therefore, the behavior must be observable and it must be possible to count instances of the behavior.
4. Exit criteria must be *reasonable*. Disabilities must be taken into account and students should not be held to a higher standard than students in less restrictive environments. In addition, the number of criteria should be kept at a minimum. They are only to identify those behaviors that prevent the student from functioning in a less restrictive environment.
5. Exit criteria should be aligned with the behavioral health treatment plan to ensure consistency in goals and approach.

EXAMPLES OF ACCEPTABLE EXIT CRITERIA

- The student will avoid physically assaultive behavior 100% of the time.
- The student will demonstrate compliance with staff directives without arguing 75% of the time.
- The student will demonstrate appropriate verbal expression 80% of the time.
- The student will demonstrate positive peer interactions 75% of the time.

EXAMPLES OF UNACCEPTABLE EXIT CRITERIA

- The student will demonstrate on-task behavior 95% of the time for 3 months.
- The student will resolve grief issues.
- The student will have a positive attitude toward school.
- The student will have a healthy sexual identity.
- The student will avoid physical and verbal tics 100% of the time. (Student has Tourette's Syndrome)
- The student will increase his reading skills by one grade level.

INITIAL EDUCATION VOUCHER APPLICATION

Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin #24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

THE RESIDENTIAL TREATMENT CENTER (RTC) IS RESPONSIBLE FOR COMPLETING SECTIONS 1 AND 2 UPON STUDENT ENTRY AND FORWARDING IT TO THE SPECIAL EDUCATION DIRECTOR OF THE HOME SCHOOL DISTRICT (HSD) WITHIN 5 DAYS OF FACILITY ENTRY DATE.

SECTION 1

STUDENT NAME: _____ First _____ Last _____	DOB: _____
LAST SCHOOL ATTENDED: _____ GRADE: ____	SAIS NUMBER: _____
PARENT NAME: _____	PHONE: _____
ADDRESS: _____ Street _____ City _____, AZ _____ Zip Code _____	
FACILITY: _____	ENTRY DATE: _____
ADDRESS: _____ Street _____ City _____, AZ _____ Zip Code _____	FAX: _____
RTC VOUCHER CONTACT: _____	PHONE: _____
RTC EDUCATION CONTACT: _____	PHONE: _____

SECTION 2

STATE PLACING AGENCY: (SELECT ONE)

<input type="checkbox"/> AOC: _____	<input type="checkbox"/> JCC or <input type="checkbox"/> ADP	<input type="checkbox"/> DHS/ _____
<input type="checkbox"/> ADJC		<input type="checkbox"/> GILA RIVER RBHA
<input type="checkbox"/> DES/DDD: _____		<input type="checkbox"/> PASCUA YAQUI RBHA
<input type="checkbox"/> DES/ACYF: _____		<input type="checkbox"/> NAVAJO RBHA

SPA CONTACT PERSON: _____ PHONE: _____

THE HOME SCHOOL DISTRICT IS RESPONSIBLE FOR COMPLETING SECTION 3 AND SUBMITTING FORM TO ADE WITHIN 10 DAYS OF FACILITY ENTRY DATE.

SECTION 3

HOME SCHOOL DISTRICT: _____	PHONE: _____
STUDENT ELIGIBLE FOR SPECIAL EDUCATION: <input type="checkbox"/> NO <input type="checkbox"/> YES →	DISABILITY: _____
_____ <i>Signature of Special Education Director or Representative</i>	_____ <i>Date</i>

Home School District means the school district in which the person who has legal custody of the student resides or the charter school if charter school was last school of enrollment. If the student is a ward of the state and a specific person does not have legal custody of the student, the Home School District is the district that the student last attended or, if the student has not previously attended a public school in this state, the school district within which the student currently resides. Reference: ARS 15-761(10)

NOTE: Pursuant to ARS 15-1182, this voucher application can only be approved for a period of 60 calendar days. Prior to expiration of the 60 calendar days, the Home School District must submit a HSD Education Voucher Application or an Extension of Education Voucher Application to the Arizona Department of Education/ Exceptional Student Services.

HSD EDUCATION VOUCHER APPLICATION

Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

THE HOME SCHOOL DISTRICT (HSD) IS RESPONSIBLE FOR ENSURING THAT THIS FORM IS COMPLETED FOR ANY STUDENT REQUIRING PLACEMENT IN A RESIDENTIAL TREATMENT CENTER (RTC). THIS APPLICATION AND REQUIRED DOCUMENTATION MUST BE SUBMITTED TO THE ADE EXCEPTIONAL STUDENT SERVICES WITHIN 60 CALENDAR DAYS OF THE STUDENT'S ENTRY INTO THE RTC. FAILURE TO SUBMIT THIS INFORMATION OR A REQUEST FOR EXTENSION WITHIN THAT TIMEFRAME WILL RESULT IN THE HSD ASSUMING RESPONSIBILITY FOR THE PAYMENT OF EDUCATIONAL COSTS THROUGH THE DATE THE VOUCHER DOCUMENTATION HAS BEEN RECEIVED BY EXCEPTIONAL STUDENT SERVICES.

HOME SCHOOL DISTRICT: _____

PHONE: _____

STUDENT NAME: _____

DOB: _____

RESIDENTIAL FACILITY: _____

VOUCHER #: _____

ENTRY DATE: _____

STATE PLACING AGENCY: _____

SPA CONTACT: _____

PHONE: _____

EDUCATIONAL PLACEMENT AND FUNDING OPTIONS (CHOOSE ONE):

- ☐ (NSE) STUDENT IS NOT ELIGIBLE FOR SPECIAL EDUCATION, PLACED IN A RESIDENTIAL FACILITY FOR CARE, SAFETY, OR TREATMENT.

DATE OF SCREENING OR EVALUATION: _____

- ☐ (CSE) STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION, PLACED IN A RESIDENTIAL FACILITY FOR CARE, SAFETY, OR TREATMENT.

DATE OF EVALUATION: _____

DATE OF IEP REVIEW: _____

- ☐ (RSE) STUDENT IS ELIGIBLE FOR SPECIAL EDUCATION AND REQUIRES A RESIDENTIAL FACILITY FOR EDUCATIONAL REASONS.

DATE OF EVALUATION: _____

DATE OF IEP MEETING: _____

☐ REQUIRED DOCUMENTS ATTACHED

☐ RECORDS SENT TO RTC

Signature of Special Education Director or Representative

Date

Home School District means the school district in which the person who has legal custody of the student resides or the charter school if charter school was last school of enrollment. If the student is a ward of the state and a specific person does not have legal custody of the student, the Home School District is the district that the student last attended or, if the student has not previously attended a public school in this state, the school district within which the student currently resides. Reference: ARS 15-761(10)

CHECKLIST FOR COMPLETING A HSD EDUCATION VOUCHER APPLICATION

- ❖ **NON-SPECIAL EDUCATION (NSE) OPTION:** If the student is determined not eligible for special education services, the Home School District shall submit the following documents:
 - An HSD Education Voucher Application signed by the Home School District Special Education Director or Representative with the **NSE** option checked.
 - The current Home School District Multidisciplinary Evaluation Team (MET) Report as specified in ARS 15-766, beginning with a Review of Existing Data and including the eligibility statement and documentation of participation by all required members.
 - Prior Written Notice documenting the eligibility decision.

- ❖ **CARE SPECIAL EDUCATION (CSE) OPTION:** If the student is determined eligible for special education services and needs education while in a Residential Treatment Center for care, safety, or treatment reasons, the Home School District shall submit the following documents:
 - The current Home School District Multidisciplinary Evaluation Team (MET) Report as specified in ARS 15-766, beginning with a Review of Existing Data and including the eligibility statement and documentation of participation by all required members.
 - An Individual Education Program (IEP) reviewed and revised by the Home School District with input from the RTC staff after placement. **Neither service location nor LRE statement should indicate a residential facility unless it is based on educational need.** If so, see RSE option requirements.
 - Prior Written Notice documenting decisions made in the IEP meeting with a notation that the IEP will be implemented by the RTC staff during placement.

- ❖ **RESIDENTIAL SPECIAL EDUCATION (RSE) OPTION:** If the student is determined eligible for special education services and needs placement in a private residential facility for educational reasons, the Home School District shall submit the following documents:
 - An HSD Education Voucher Application signed by the Home School District Special Education Director or Representative with the RSE option checked.
 - The current Home School District Multidisciplinary Evaluation Team (MET) Report as specified in ARS 15-766, beginning with a Review of Existing Data and including the eligibility statement and documentation of participation by all required members.
 - An Individual Education Program (IEP) developed by the Home School District with participation by a State Placing Agency representative. The IEP must include the following components:
 - Documentation supporting the need for placement in a RTC for educational reasons. This may be in the form of a detailed Present Level of Academic Achievement and Functional Performance (PLAAFP) or by completing and attaching the *Guide for Placement in a Residential Treatment Center*.
 - Exit criteria developed in accordance with the *Exit Criteria Guidelines*
 - A reintegration plan for placement into a less restrictive educational environment.
 - Prior Written Notice documenting decisions made in the IEP meeting.

NOTE: IF THE ABOVE REQUIREMENTS HAVE NOT BEEN SUBMITTED TO ADE/ESS WITHIN SIXTY CALENDAR DAYS OF THE STUDENT'S ENTRY INTO THE RESIDENTIAL FACILITY, THE HOME SCHOOL DISTRICT IS RESPONSIBLE FOR PAYMENT OF EDUCATIONAL COSTS UNTIL THE DOCUMENTATION HAS BEEN SUBMITTED.

EXTENSION OF EDUCATION VOUCHER APPLICATION

Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

THIS FORM MUST BE COMPLETED BY THE HOME SCHOOL DISTRICT WHEN A STUDENT PLACED BY A STATE PLACING AGENCY INTO A RESIDENTIAL TREATMENT CENTER FOR CARE, SAFETY, OR TREATMENT REASONS CANNOT BE EVALUATED WITHIN 60 CALENDAR DAYS. PLEASE COMPLETE ALL INFORMATION BELOW, SUBMIT ONE COPY TO ADE AND FORWARD A COPY TO THE RESIDENTIAL FACILITY.

Please Note: Only ONE 60 Day Extension Will Be Approved Per Placement

HOME SCHOOL DISTRICT: _____ PHONE: _____

STUDENT NAME: _____ First _____ Last _____. DOB: _____

RESIDENTIAL FACILITY: _____ ENTRY DATE: _____

STATE PLACING AGENCY: _____

SPA CONTACT: _____ PHONE: _____

In accordance with ARS 15-1183, the home school district is requesting an extension of voucher funding for the above-named student because (check all that applies): (Please provide a complete explanation)

- ☐ The Home School District has not yet obtained a surrogate parent. Please attach documentation of your effort to obtain a surrogate parent and/or explain.
- ☐ The student was unavailable for testing; (e.g., AWOL, hospitalized)
- ☐ Other:

Signature of Special Education Director or Representative

Date

**Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428**

STUDENT NAME: _____ FIRST _____ LAST _____. DOB: _____

FACILITY: _____ ENTRY DATE: _____

ADDRESS: _____ Street _____ City _____, AZ _____ Zip Code FAX: _____

RTC VOUCHER CONTACT: _____ PHONE: _____

RTC EDUCATION CONTACT: _____ PHONE: _____

VOUCHER NUMBER: _____ ☐ NSE ☐ CSE** ☐ RSE** DISABILITY: _____

X

NOTIFICATION OF FACILITY CHANGE FORM

Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

THIS FORM IS TO BE COMPLETED BY THE STATE PLACING AGENCY AND MAY BE USED ONLY WHEN (1) A STUDENT HAS AN EXISTING HSD EDUCATION VOUCHER APPROVAL AND (2) IS TRANSFERRED FROM ONE RTC TO ANOTHER RTC, OR RE-ENTERS THE RTC FROM WHICH THE STUDENT WAS RECENTLY WITHDRAWN. A COPY MUST BE SENT TO ADE, THE HOME SCHOOL DISTRICT AND THE RTC.

STUDENT NAME: _____ First _____ Last _____. DOB: _____
HSD EDUCATION VOUCHER APPROVAL DATE: _____ VOUCHER NUMBER: _____
HOME SCHOOL DISTRICT: _____
HSD CONTACT: _____ PHONE _____

PLEASE CHECK THE APPROPRIATE BOX AND PROVIDE THE INFORMATION REQUESTED:

☒ **TRANSFER** Previous Facility: _____
New Facility: _____ Date of Transfer: _____

☒ **RE-ENTRY** Facility: _____ Date of Re-Entry: _____
Reason for Withdrawal: _____ Withdrawal Date: _____

STATE PLACING AGENCY: (SELECT ONE)

☒ AOC: _____ ☐ JCC or ☐ ADP ☒ DHS/ _____
☒ ADJC ☒ NAVAJO RBHA
☒ DES/DDD: _____ ☒ GILA RIVER RBHA
☒ DES/ACYF: _____ ☒ PASCUA YAQUI RBHA

SPA CONTACT: _____ PHONE: _____

Signature of SPA Representative

Date

ALERT FORM

Submit to: Arizona Department of Education, Exceptional Student Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

This form is to be used only when a student with an IEP indicating a residential facility as the LRE has not been placed within 15 days of the IEP date AND there has been no communication regarding placement from the State Placing Agency.

STUDENT NAME: _____ First _____ Last _____ . DOB: _____

HOME SCHOOL DISTRICT: _____

HSD CONTACT: _____ PHONE _____

DATE IEP WRITTEN: _____

STATE PLACING AGENCY RESPONSIBLE FOR PLACEMENT: (SELECT ONE)

- | | | |
|--|--|--|
| <input type="checkbox"/> AOC: _____ | <input type="checkbox"/> JCC or <input type="checkbox"/> ADP | <input type="checkbox"/> DHS/ _____ |
| <input type="checkbox"/> ADJC | | <input type="checkbox"/> GILA RIVER RBHA |
| <input type="checkbox"/> DES/DDD: _____ | | <input type="checkbox"/> PASCUA YAQUI RBHA |
| <input type="checkbox"/> DES/ACYF: _____ | | <input type="checkbox"/> NAVAJO RBHA |

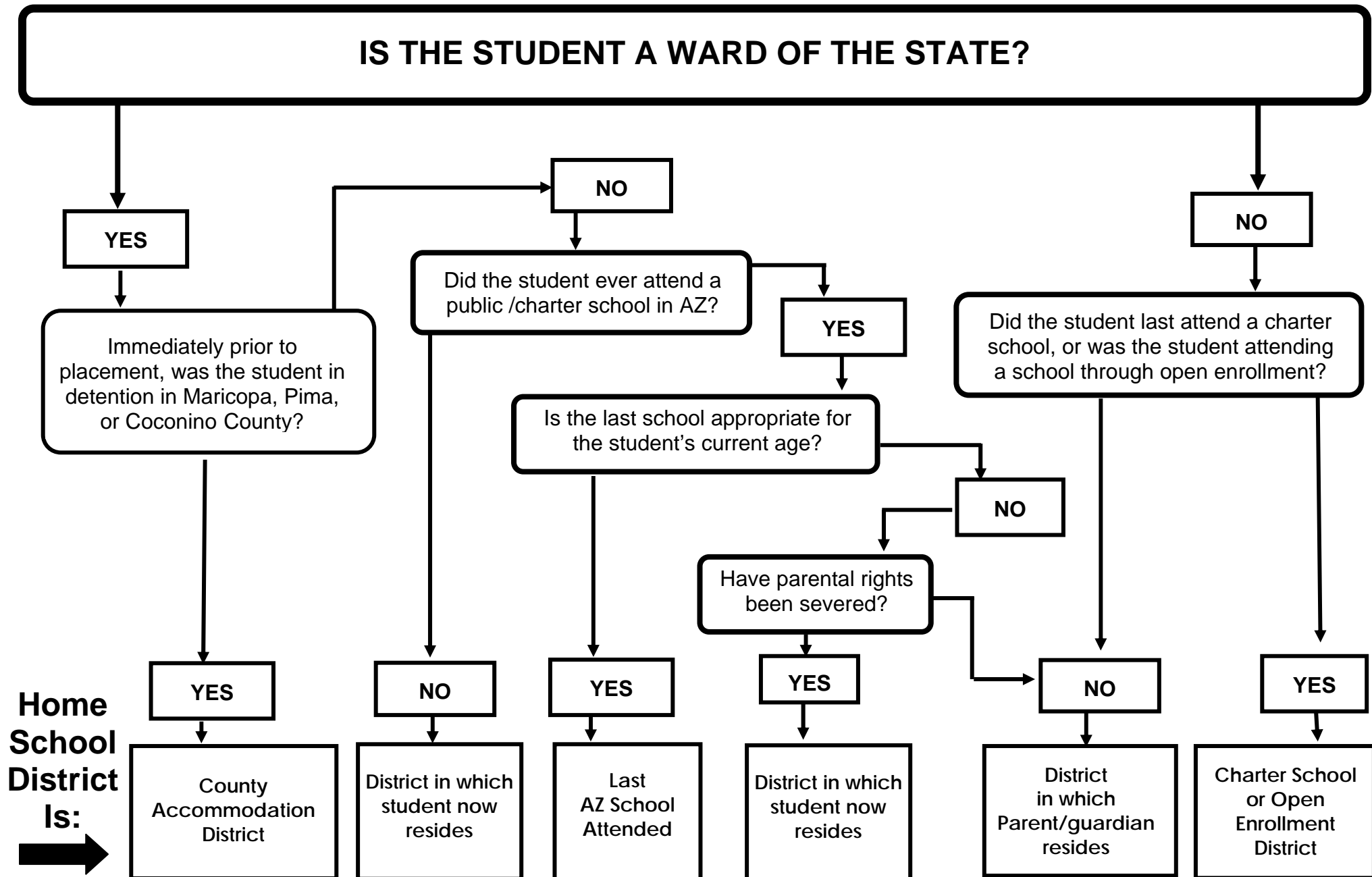
SPA CONTACT: _____ PHONE: _____

Signature of Special Education Director or Representative

Date

ADE NOTES: _____

FLOWCHART: DETERMINING HOME SCHOOL DISTRICT



**Home
School
District
Is:**
➔

UNDERSTANDING THE VOUCHER APPROVAL MEMORANDUM

MEMORANDUM

TO: AAEC - SMCC Campus - 5503 3900 East Camelback Road
Phoenix, AZ 85018
Attn: Special Education Director

FROM: Roberta Brown
Voucher Manager
Exceptional Student Services

RE: INITIAL EDUCATION VOUCHER APPROVAL for 1996-1997 school year

SPA: ADJC

Name of HSD

STUDENT NAME: STUDENT, ANY

DATE OF BIRTH: 11/29/1980

TYPE OF APPROVAL: SPS

VOUCHER NUMBER: 97-00019

PRIMARY DISABILITY: SLI

APPROVAL PERIOD: 03/15/1997 through 05/14/1997

Tells kind of approval:

1. **Initial**
(60 days)
2. **Extension**
(60 days)
3. **HSD**
(end of fiscal year)
4. **Continuing**
(full fiscal year)

This memo indicates the status of the Initial Education Voucher Application for the SIXTY (60) DAYS INITIAL APPROVAL for the 1996-1997 school year. Please note: Approval for Initial Education Voucher is limited to sixty (60) calendar days.

The HSD Education Voucher application packet must be submitted during this time period to authorize funding beyond the initial sixty (60) calendar days approval.

The Initial Education Voucher may be extended for good cause pursuant to ARS §15/1183.

If an extension is denied, or a home school district fails to complete the requirements for a HSD Education Voucher within 60 days, the HOME SCHOOL DISTRICT IS RESPONSIBLE FOR PAYMENT of educational costs until the requirements have been met.

If you have any questions please contact a member of the Educational Voucher Team at the Arizona Department of Education, Exceptional Student Service at (602) 542-5446 or (602) 542-4806.

Sixty calendar days begins the date the student enters the RTC.

cc: Hermitage Hall - 79615
1220 8th Ave S
Nashville, TN 37203
Attn: Education Coordinator

Tells funding period and expiration date

Name and address of RTC